



NATIONAL ASSESSMENT
OF EDUCATIONAL
PROGRESS

2011
Grade 4

Teacher Questionnaire

Q-977

Directions For School Staff

To complete this questionnaire:

- Choose the method (mark one)
 - ☐ Online (preferred method - <http://www.naepq.com>)
 - ☐ This hardcopy (use #2 pencil)
- Answer each question to the best of your ability.
- Return the questionnaire – either blank if done online or the completed hardcopy – to your NAEP school coordinator by ____ / ____ .

For NAEP Staff Use Only

SCHOOL #

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TEACHER #

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DO NOT USE

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3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
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7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PLACE LABEL HERE

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The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you. OMB No. 1850-0790 • Approval Expires 04/30/2013
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TEACHER QUESTIONNAIRE

GRADE 4

During the 2010–2011 school year, a sample of students across the country, including some of your fourth-grade students, will participate in the National Assessment of Educational Progress (NAEP). The current assessment focuses on achievement in reading and mathematics. To investigate the relationship between students' achievement and various school, teacher, and home factors, NAEP is also collecting information from schools and teachers.

This questionnaire collects information about teachers' backgrounds and instructional practices as they relate to students selected for the assessment. Since you teach reading or mathematics to one or more students selected for the assessment, you are being asked to answer questions about these students' classes.

Obviously, only you can provide this important information. So, although we realize that you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

NAEP is authorized under Public Law 107–110. While your participation is voluntary, your responses to these questions are needed to make this survey accurate and complete.

Instructions

This questionnaire contains three parts.

Part I – Background, Education, and Training

Part II – Classroom Organization and Instruction–Reading

Part III – Classroom Organization and Instruction–Mathematics

You should complete parts I through III. Please record your answers online, following the instructions on the front cover. If you do not have Internet access, please answer questions directly on this questionnaire by filling in the appropriate ovals.

If you do answer questions directly on this questionnaire, please return the questionnaire to your school's NAEP coordinator when you are finished.

THANK YOU VERY MUCH.

Teacher Questionnaire – Grade 4

Part I: Background, Education, and Training

For some questions on this survey, you are asked to fill in numbers. For these questions, please print the appropriate number in each of the boxes provided. Please print legibly with a No. 2 pencil. Keep all printing within the boxes, and erase any stray marks.

Using one number per box, fill in every box. For example, 95 students would be written as:

0	9	5
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VB331330

1. Are you Hispanic or Latino? Fill in **one or more ovals**.

- Ⓐ No, I am not Hispanic or Latino.
- Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- Ⓓ Yes, I am Cuban or Cuban American.
- Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one or more ovals**.

- Ⓐ White
- Ⓑ Black or African American
- Ⓒ Asian
- Ⓓ American Indian or Alaska Native
- Ⓔ Native Hawaiian or other Pacific Islander

-
- | Age Group | Percentage |
|-----------|------------|
| 18-24 | 10% |
| 25-34 | 10% |
| 35-44 | 10% |
| 45-54 | 10% |
| 55-64 | 10% |
| 65-74 | 10% |
| 75-84 | 10% |
| 85-94 | 10% |
| 95-100 | 10% |

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6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching?

- ☐ (A) Yes
- ☐ (B) No

7. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?

(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrate competency in the subject area(s) taught. The HQT requirement is a provision under the No Child Left Behind (NCLB) Act.)

- ☐ (A) Yes
- ☐ (B) I meet my state's requirements for a Highly Qualified Teacher in at least one subject that I teach.
- ☐ (C) No

8. Are you certified by the National Board for Professional Teaching Standards in at least one content area?

(The National Board for Professional Teaching Standards is a nongovernmental organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

- ☐ (A) Yes, I am fully certified by the National Board for Professional Teaching Standards.
- ☐ (B) I am working towards my National Board certification.
- ☐ (C) No

9. What is the highest academic degree you hold?

- Ⓐ High school diploma
- Ⓑ Associate's degree/vocational certification
- Ⓒ Bachelor's degree
- Ⓓ Master's degree
- Ⓔ Education specialist's or professional diploma based on at least one year's work past master's degree
- Ⓕ Doctorate
- Ⓖ Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

10. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482657
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482658
c. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304764
d. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB608497
e. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378391
f. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378392
g. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378394
h. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB482660
i. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113515
j. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113516

11. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

	Yes, a major	Yes, a minor or special emphasis	No	
a. Mathematics education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473837
b. Mathematics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473838
c. Engineering or engineering education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VC304761
d. Other mathematics-related subject such as statistics	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473839
e. Reading, language arts, or literacy education	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378395
f. English	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378396
g. Other language arts-related subject	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB378398
h. Education (including elementary or early childhood)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VB473840
i. Special education (including students with disabilities)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113560
j. English language learning	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE113562

12. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn mathematics	(A)	(B)	(C)	(D)	VB543502
b. Mathematics theory or applications	(A)	(B)	(C)	(D)	VB543503
c. Content standards in mathematics	(A)	(B)	(C)	(D)	VB543504
d. Curricular materials available in mathematics (units, texts)	(A)	(B)	(C)	(D)	VB543505
e. Instructional methods for teaching mathematics	(A)	(B)	(C)	(D)	VB543506
f. Effective use of manipulatives in mathematics instruction	(A)	(B)	(C)	(D)	VB519181
g. Effective use of calculators in mathematics instruction	(A)	(B)	(C)	(D)	VB543507
h. Use of computers or other technology in mathematics instruction	(A)	(B)	(C)	(D)	VB543508
i. Methods for assessing students in mathematics	(A)	(B)	(C)	(D)	VB543509
j. Preparation of students for district and state assessments	(A)	(B)	(C)	(D)	VB543510
k. Issues related to ability grouping in mathematics	(A)	(B)	(C)	(D)	VB543511
l. Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	(A)	(B)	(C)	(D)	VB543512



VC309907

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. How students learn reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309912
b. Content standards in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309914
c. Curricular materials available in reading (units, texts)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309915
d. Instructional methods for teaching reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309917
e. Methods for assessing students in reading	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309918
f. Preparation of students for district and state assessments	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309920
g. Strategies for teaching reading to students from diverse backgrounds (including English language learners)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC309921

VE381768

14. During the last **two years**, did you participate in any of the following professional development activities **related to the teaching of language arts or mathematics**? Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line.

	Yes, activities related to language arts	Yes, activities related to mathematics	No	
a. College course taken after your first certification	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381776
b. Workshop or training session	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381779
c. Conference or professional association meeting	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381781
d. Observational visit to another school or classroom	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381785
e. Mentoring and/or peer observation and coaching as part of a formal arrangement	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381786
f. Committee or task force focusing on curriculum, instruction, or student assessment	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381788
g. Regularly scheduled discussion group or study group	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381790
h. Teacher collaborative or network, such as one organized by an outside agency or over the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381791
i. Individual or collaborative research	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381793
j. Independent reading on a regular basis—for example, educational journals, books, or the Internet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381795
k. Co-teaching/team teaching	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381799
l. Consultation with a subject specialist	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	VE381800



VC309922

15. Did you lead any of the activities listed in the previous question (Question 14)?

☐ Yes

☐ No

VC191232

16. During the last **two years**, have you received training from any source in any of the following areas? Fill in **one** oval on each line.

	No, I am already proficient.	No, I have not.	Yes	
a. Basic computer training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191233
b. Software applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191234
c. Use of the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191235
d. Use of other technology—for example, satellite access, wireless Web, interactive video, closed-circuit television, videoconferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191237
e. Integration of computers and other technology into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	VC191238

- 

No

(B)



Ⓑ

Age Group	Percentage
18-24	15
25-34	20
35-44	25
45-54	20
55-64	15
65-74	10
75-84	5
85+	5

- VC304724

H1TQRM-BET

Part II: Classroom Organization and Instruction – Reading

The following questions ask about the organization of your classroom for reading or language arts instruction. Please think about the reading or language arts class that you teach when questioned about “reading,” “language arts,” or “reading/language arts.” If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach reading, English, or language arts, please skip to Part III (mathematics).

1. Which best describes your role in teaching reading/language arts to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval. VC976461

- ☐ Ⓐ I do not teach reading/language arts to this class.
- ☐ Ⓑ I teach all or most subjects, including reading/language arts.
- ☐ Ⓒ The only subject I teach is reading/language arts.
- ☐ Ⓓ We team teach, and I have primary responsibility for teaching reading/language arts.

2. How many students are in this class? VB473856

- ☐ Ⓐ 15 or fewer
- ☐ Ⓑ 16–18
- ☐ Ⓒ 19–20
- ☐ Ⓓ 21–25
- ☐ Ⓔ 26 or more



VB608498

3. About how much time in total do you spend with this class on language arts instruction in a typical week? Language arts refers to reading, writing, literature, and related topics.
- Ⓐ Less than 3 hours
 - Ⓑ 3–4.9 hours
 - Ⓒ 5–6.9 hours
 - Ⓓ 7–9.9 hours
 - Ⓔ 10 or more hours

VB473859

4. Which best describes how language arts instruction is organized? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval.
- Ⓐ Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.
 - Ⓑ Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.
 - Ⓒ Language arts lessons are primarily integrated with instruction in other subjects.

VC976462

	Not at all	Small extent	Moderate extent	Large extent	
a. Fiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976465
b. Literary nonfiction	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976466
c. Poetry	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976468
d. Exposition	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976469
e. Argumentation and persuasion	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976470
f. Procedural texts and documents	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976471

6. When reading a story with your students, how often do you ask your students to do the following? Fill in **one** oval on each line.

VC976477

	Never or hardly ever	Sometimes	Often	Always or almost always	
a. Summarize the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976480
b. Interpret the meaning of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976481
c. Question the motives or feelings of the characters	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976482
d. Identify the main themes of the passage	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976484
e. Relate the passage, its characters, and/or its themes to their own lives	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976485

7. How often do you do the following things as part of reading instruction with this class?
Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a. Ask students to read aloud	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608500
b. Ask students to write about something they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608582
c. Give students time to read books they have chosen themselves	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608585
d. Ask students to do a group activity or project about what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608586
e. Ask students to explain or support their understanding of what they have read	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608588
f. Watch movies, videos; or listen to tapes, compact discs	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC764960
g. Ask students to make predictions about what they read as they are reading it	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608592
h. Ask students to work in a reading workbook or worksheet	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608583
i. Help students understand new words	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VB608590

8. To what extent have you emphasized the following cognitive processes when reading informational and literary texts in class? Fill in **one** oval on each line.

VC310622

	Not at all	Small extent	Moderate extent	Large extent	
a. Locate/Recall	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310623
b. Integrate/Interpret	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310625
c. Critique/Evaluate	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC310627

9. Are computers available for use by you or your students for reading/language arts instruction?

VC976514

- ☐ A Yes, computers are available to my students and to me.
- ☐ B Yes, I have access to computers, but my students do not.
- ☐ C No, neither my students nor I have access to computers at school.

10. In your fourth-grade reading/language arts class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

VC976533

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Build and practice vocabulary	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976534
b. Increase reading fluency and comprehension	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976535
c. Practice spelling and grammar	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976536
d. Access reading-related websites (for example, websites with lists of recommended books)	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976539
e. Conduct research for reading projects	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	VC976540

- Ⓐ I do not have the resources I need.
- Ⓑ I have some of the resources I need.
- Ⓒ I have most of the resources I need.
- Ⓓ I have all of the resources I need.

- | | Not at all | Small extent | Moderate extent | Large extent | |
|--|------------|--------------|-----------------|--------------|----------|
| a. Use a different set of methods in teaching some students | (A) | (B) | (C) | (D) | VC976545 |
| b. Supplement the regular course curriculum with additional material for some students | (A) | (B) | (C) | (D) | VC976546 |
| c. Pace my teaching differently for some students | (A) | (B) | (C) | (D) | VC976547 |
| d. Have some students engage in different classroom activities | (A) | (B) | (C) | (D) | VC976548 |
| e. Set different achievement standards for some students | (A) | (B) | (C) | (D) | VC976549 |

13. How often do you do each of the following with individual students to evaluate their progress in reading/language arts? Fill in **one** oval on each line.

VC976551

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	(A)	(B)	(C)	(D)	(E)	VC976552
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VC976553
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VC976554
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	(A)	(B)	(C)	(D)	(E)	VC976555

Part III: Classroom Organization and Instruction – Mathematics

The following questions ask about the organization of your classroom for mathematics instruction. If you teach more than one fourth-grade class, please choose a single class to use as the basis for answering the questions about classroom organization.

If you do not teach mathematics, you have finished the survey. Thank you for your time.

1. Which best describes your role in teaching mathematics to this class?

VC311698

- ☐ Ⓐ I do not teach mathematics to this class.
- ☐ Ⓑ I teach all or most subjects, including mathematics.
- ☐ Ⓒ The only subject I teach is mathematics.
- ☐ Ⓓ We team teach, and I have primary responsibility for teaching mathematics.

2. How many students are in this class?

VB473856

- ☐ Ⓐ 15 or fewer
- ☐ Ⓑ 16–18
- ☐ Ⓒ 19–20
- ☐ Ⓓ 21–25
- ☐ Ⓔ 26 or more



VB543515

3. How many hours of mathematics instruction do your students receive in a typical week?

- Ⓐ Less than 3 hours
- Ⓑ At least 3 hours, but less than 5 hours
- Ⓒ At least 5 hours, but less than 7 hours
- Ⓓ 7 or more hours

HE002412

4. Are students assigned to this class by ability?

- Ⓐ Yes
- Ⓑ No

HE001104

5. Do you create groups within this class for mathematics instruction on the basis of ability?

- Ⓐ Yes
- Ⓑ No

HE001131

HE001132

HE001133

HE001134

HE001106

- Ⓐ None
- Ⓑ 15 minutes
- Ⓒ 30 minutes
- Ⓓ 45 minutes
- Ⓔ One hour
- Ⓕ More than one hour

VB543554

8. To what extent are students permitted to use calculators during mathematics lessons?

- Ⓐ Unrestricted use
- Ⓑ Restricted use
- Ⓒ Calculators are not permitted

VB535973

9. What kind of calculator do your students usually use during mathematics lessons?

- Ⓐ None
- Ⓑ Basic four-function (addition, subtraction, multiplication, division)
- Ⓒ Scientific (not graphing)
- Ⓓ Graphing

VB535974
















10. When you give students a mathematics test or quiz, how often do they use a calculator?

- Ⓐ Never
- Ⓑ Sometimes
- Ⓒ Always

11. How often do your students use calculators for each of the following purposes? Fill in **one** oval on each line.

a. Work along with the whole class on lessons led by you	(A)	(B)	(C)	(D)	VC976192
b. "Check their work" on problems they do on their own	(A)	(B)	(C)	(D)	VC976193
c. Calculate the answers to problems they do on their own	(A)	(B)	(C)	(D)	VC976194

12. Think about your plans for this mathematics class for the entire year. How much emphasis did you or will you give each of the following? Fill in **one** oval on each line.

a. Numbers and operations				ID110366
b. Measurement				ID110367
c. Geometry				ID110368
d. Data analysis, statistics, and probability (informal introduction of concepts)				ID110369
e. Algebra and functions (informal introduction of concepts)				ID110370

VB543516

13. Are computers available for use by you or your students?

- Ⓐ Yes, computers are available to my students and to me.
- Ⓑ Yes, I have access to computers, but my students do not.
- Ⓒ No, neither my students nor I have access to computers at school.

VC976197

14. In your fourth-grade mathematics class this year, how often do your students use a computer or other technological resources to do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Practice or review mathematics topics on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976199
b. Extend mathematics learning with enrichment activities on the computer	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976201
c. Research a mathematics topic on the Internet or CD-ROM	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976202
d. Use a drawing program for geometric shapes	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976206
e. Play mathematics computer games	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976210
f. Use a basic four-function calculator (addition, subtraction, multiplication, division)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976211



VC976295

15. Which of the following statements best describes how well your school system provides you with the materials and other resources you need for mathematics instruction?
- Ⓐ I do not have the resources I need.
 - Ⓑ I have some of the resources I need.
 - Ⓒ I have most of the resources I need.
 - Ⓓ I have all of the resources I need.

VC976296

16. When you teach mathematics to your fourth-grade class, do you do any of the following?
Fill in **one** oval on each line.

	Not at all	Small extent	Moderate extent	Large extent	
a. Set different achievement standards for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976297
b. Supplement the regular course curriculum with additional material for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976298
c. Have some students engage in different classroom activities	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976299
d. Use a different set of methods in teaching some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976300
e. Pace my teaching differently for some students	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VC976301

17. How often do you do each of the following with individual students to evaluate their progress in mathematics? Fill in **one** oval on each line.

VC976303

	Never or hardly ever	A few times a year	Once or twice a month	Once or twice a week	Every day or almost every day	
a. Discuss the student's current level of performance	(A)	(B)	(C)	(D)	(E)	VC976304
b. Set goals for specific progress the student would like to make	(A)	(B)	(C)	(D)	(E)	VC976305
c. Discuss progress the student has made toward goals previously set	(A)	(B)	(C)	(D)	(E)	VC976306
d. Determine how to adjust your teaching strategies to meet the student's current learning needs and to reflect the student's future goals	(A)	(B)	(C)	(D)	(E)	VC976307